

INSERT ON EDUCATION

+ Today ^{there is a} trend toward equality in education

- concern for racial balance in classroom (busing, etc.)
- efforts to ensure equal opportunity to all Americans for a 1st rate education (court decisions, etc.)

+ Does this quest for equality mean that excellence will suffer? Not necessarily; equal opportunity education is not least common denominator education.

- in ^{the} search for equal opportunity we cannot reject knowledge/experience which is ^{currently} beyond the grasp of some. To achieve,
 - o The more sophisticated our society becomes, the more we need intellectual excellence ^{to serve it.}
 - o Equality of opportunity means all levels of education must be available to all so that individuals can develop intellectual capabilities to their maximum.
 - o But we are not all born with equal powers and faculties. Some will achieve success in the arts while others will be drawn to the sciences. Some will want and be capable of pursuing ideas and intellectual thoughts to ^{new} frontiers; others will find their true talent in that which their hands can create.
 - o True equality of opportunity means that the chance for excellence through education must exist for each of us, whatever natural abilities we have. John Silber, President of Boston University, said recently, "Rejecting excellence in the interest of women and minorities is in effect a condescending adoption of a lower standard for them."³

+ Does the Federal Government have a role to play in offering these kinds of opportunities?

- Perhaps; but I believe that role is limited.
- o NEA believes 33% of federal operating budget should be devoted to education. Only 7% now.
- o No % is either right or wrong; what is right or wrong is how \$ is spent.

For example:

- The ^{Federal} Government should help communities finance programs which ^{the} community's ^{feel} are needed ^{but} which they cannot otherwise afford.

- o The communities themselves must decide what they need because they know best what needs they exist to serve.
- o Any attempt by the Federal Government to centralize or impose programs across-the-board will waste funds where those programs are not needed and deny them to other programs needed in other places. The ~~one~~^{single} solution approach - So dear to bureaucratic hearts - will not work.
- The Federal Government should finance research --both basic and directed --in all fields.
- The Federal Government should assist schools in finding ways to operate more economically/effectively. Non-interference, ~~in~~^{ing} management assistance might permit more of our small schools and colleges to continue in operation, thus encouraging educational opportunity and diversity.

+ In short
In general:

~ National Education strength comes from:

- o 1. - demand for excellence, and
- o 2. - encouragement of diversity,
- o 3. - decentralization - where community needs can be recognized and satisfied; where local initiative prevails.

Both of which permit broader opportunity to all.

- Only where federal funds can encourage these strengths, should it be considered.

OFFICE OF THE DIRECTOR

Approved For Release 2003/04/02 : CIA-RDP91-00901R000100230075-3

Date: 3 October 1978

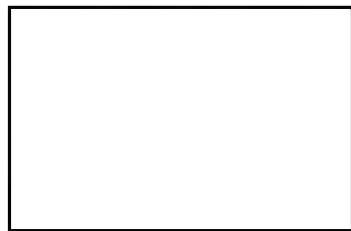
TO: Herb Hetu

FROM:

SUBJECT: Insert on Education for DDCI

REMARKS:

This is just one tack of many that
the DDCI might take. I tried to use the
general ideas you said he expressed on the
phone and provide one rationale for them.
I assume it is to fit in a larger statement.
If it isn't what he wants, let me know.



STATINTL

Approved For Release 2003/04/02 : CIA-RDP91-00901R000100230075-3

Approved For Release 2003/04/02 : CIA-RDP91-00901R000100230075-3



Central Intelligence Agency
Washington, D.C. 20505
(703) 351-7676

Herbert E. Hetu
Director of Public Affairs

Approved For Release 2003/04/02 : CIA-RDP91-00901R000100230075-3

Approved For Release 2003/04/02 : CIA-RDP91-00901R000100230075-3

Wants notes (broad) on philosophy of education; trend toward equality -- how it squares with excellence; appropriate Federal role; NEA believes 33% of Federal operating budget should be devoted to education, whereas today, only 7% is devoted to education; values of decentralization versus Federal intrusion; diversity as represented by private system versus escalating cost.

Approved For Release 2003/04/02 : CIA-RDP91-00901R000100230075-3